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ABSTRACT

The degree to which early enrollees in an adult distance learning program elected to take these courses rather than to enroll in traditional on-campus programs was assessed, along with the effects of participation on enrollees' ensuing behaviors and attitudes toward continuing education. The State University of Nebraska (SUN) Program was initiated in 1972 as the distance education arm of the University of Nebraska System, and in 1975, SUN became part of the University of Mid-America (UMA), a distance education consortium presently comprised of 11 state universities in seven midwestern states. A random sample of those who had enrolled in one or more SUN courses during the first three offerings of courses were contacted by telephone in 1978, and completed interview questionnaires were obtained from 339 individuals. About 37 percent of the respondents indicated that they would have enrolled in a classroom-setting program had SUN not been available to them, and most of these said they would have enrolled in a 4-year university or college in Nebraska. The findings also support the view that participation in a college-level distance education program is, for many adult enrollees, instrumental in encouraging them to continue their education, often in a more traditional, on-campus program. The survey results provide a variety of indicators that participation in the SUN program had been a major factor in effecting a positive disposition toward continuing adult education among the respondents. It is concluded that the SUN program has not resulted in a discernible decrease in on-campus college programs in Nebraska. A questionnaire is appended. (SW)

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THE IMPACT OF AN ADULT DISTANCE LEARNING PROGRAM ON CAMPUS ENROLLMENTS

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THE IMPACT OF AN ADULT DISTANCE LEARNING PROGRAM ON CAMPUS ENROLLMENTS

SUMMARY

Objectives:

There were two principal objectives of this study. The first was to determine the degree to which early enrollees in the SUN[1] program had elected to take SUN courses rather then to enroll in traditional on-campus programs. The second objective was to identify the effects of participation in a SUN course on enrollees' ensuing behaviors and attitudes toward continuing education.

Perspectives:

Previous studies had shown that enrollees in SUN courses differ markedly from traditional college students in terms of such factors as age, freedom to study full-time on campus, etc. Nevertheless, there has been a fairly persistent concern within campus administrations that a distance education program for adults, such as UMA, may pose a serious threat to traditional higher education institutions by drawing off a significant number of students who would otherwise be full-time (or at least part-time) studerts on campus. This concern exists even though UMA grants no credit of its own and operates only through traditional higher education institutions.

In order to examine the issue of whether or not UMA is gaining enrollees at the expense of on-campus enrollments it was decided that a survey would be conducted with enrollees in early offerings of SUN courses. SUN was considered the most appropriate UMA delivery system for the survey because it had the longest history of course offerings and had enrolled the most students.[2]

Data Source:

The population of concern in this study comprised all persons who had enrolled in one or more SUN courses during the first three offerings of courses. The study was limited to this population in order to provide a 2-3 year lapse of time between initial enrollment in SUN by a respondent and the study inquiry. This amount of lapse was deemed necessary in order to obtain a clear deliniation of SUN program participation effects.

Methods:

In spring 1978, UMA conducted a telephone survey of adults who had enrolled in SUN courses during the first three course-offering periods. A random sample of 536 such enrollees (over 25% of the total enrollment) was drawn from registration forms. Contact with each sample member was attempted, with repeated calls made at various times where necessary. Completed interview questionnaires were obtained from 339 (63% of the sample). Most of the nonrespondents were no longer able to be reached through registration form phone numbers due to the lapse of time. Each person contacted was asked to respond to a 30-item questionnaire. All of the items were open-ended, although some items had pre-determined response categories for coding purposes. Seven trained interviewers conducted the survey during a period of about one week. Initial calls and most recalls were made between five and nine o'clock P.M. with earlier calls made when necessary.

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1 The State University of Nebraska (SUN) Program was initiated in 1972 as the distance education arm of the University of Nebraska System. In 1975 SUN became part of the University of Mid-America (UMA), a distance education consortium presently comprised of eleven state universities in seven midwestern states.

2 SUN had enrolled 4,382 students in a wide variety of college-level courses during eight course offering periods from fall '75 through fall '77.

The interview questionnaire, although providing data on other concerns to UMA, was designed primarily to address the principal objectives for the study described earlier: to determine whether a SUN enrollee selected the program instead of an on-campus program (and which on-campus program in particular), and to identify any impact that SUN program participation had on subsequent adult education behaviors and attitudes of enrollees.

Following the survey, response categories were carefully constructed so as to ensure that all responses were reflected fairly in the data analysis.

Results and Conclusions:

About 37% of the respondents indicated, in replying to a (necessarily) speculative and time-free inquiry, that they would have enrolled in a classroom-setting program had SUN not been available to them. Most of these said they would have enrolled in a four-year university or college in Nebraska. In response to a later question about their actual post-SUN adult education activities, nearly 50% said that they had, subsequent to their initial SUN participation, engaged in some form of continuing education. When comparative figures are used from these two queries, approximately the same number of respondents said they would have enrolled in a classroom setting had SUN not been available as indicated that they did, in fact, enroll in an on-campus program following their SUN experience. There were, however, marked differences with respect to the institution locales identified in the queries as to prospective and actual enrollments. The actual enrollments tended to be in more localized and accessible institutions than did the prospective, or speculative, enrollments. That is, there were more frequent actual enrollments in local community colleges or relatively close state colleges, and less frequent (than had been projected) enrollment at the more distant - and costly - university campuses.

It was concluded that the SUN program had not resulted in a discernible decrease in on-campus college programs in Nebraska. More importantly, the findings support the view that participation in a college-level distance education program is, for many adult enrollees, instrumental in encouraging them to continue their education, often in a more traditional, on-campus program. The results of this survey provide a variety of indicators that participation in the SUN program had been a major factor in effecting a positive disposition toward continuing adult education among the survey respondents.

Educational Importance of the Study:

In a time of decreasing numbers of the traditional college-age students and increasing competition between traditional and nontraditional institutions in securing nontraditional (part-time adult) enrollments, it is vital to determine whether these two kinds of institutions are inherent competitors, or - rather - mutual supporters. The present study provides some evidence that institutions providing distance education for adults tend to feed back into mainstream traditional institutions at least as many students as they siphon off.

THE IMPACT OF AN ADULT DISTANCE LEARNING PROGRAM ON CAMPUS ENROLLMENTS

The University of Mid-America (UMA)[1] is a seven-state, eleven-institution consortium[2] formed in 1975, with a major goal being that of developing and delivering multi-media, college-level, high quality courses intended principally for distance learning by nontraditional adult students. Courses produced are, in most instances, developed by UMA through an inter-disciplinary team approach. UMA-produced courses - as well as courses produced elsewhere - are then offered to adults within the consortium states by means of statewide delivery systems. In Nebraska the UMA delivery system was, until 1979, the State University of Nebraska or SUN.[3] The SUN project, which was established as a part of the University of Nebraska System in 1972, was the original entity from which UMA, as a regional consortium, was developed. Non-consortium institutions are also able to utilize UMA-produced courses through the use of lease or sale agreements.

From its inception it has been the direct and clear intention of UMA to provide college-level courses to adults unable or unwilling to engage in on-campus study; to create a viable option to traditional postsecondary education for a nontraditional adult clientele through distance learning technology. Thus, UMA courses have invariably involved a multi-media approach in which one or more mass-media instructional elements (TV, newspapers, radio) and more traditional instructional means (printed texts, readers, and study guides) have been employed.

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[1]UMA is funded principally by the National Institute of Education.

[2]UMA is, at present, comprised of the state universities in Iowa, Kansas Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.

[3]SUN is no longer an entity. Its functions have been taken over by the Division of Continuing Studies, University of Nebraska-Lincoln.

It has been documented[4] that enrollees in UMA state delivery system courses differ markedly from the traditional college student population in terms of certain relevant characteristics (age, freedom to engage in full-time study, etc.). Nevertheless, there has been a persistant concern within campus administrations that UMA may pose a serious threat to traditional institutions. That is, in the face of potentially decreasing enrollments, UMA may draw off an ever-increasing number of students who would otherwise be full-time students on campus. This concern is a real one for these beleaguered administrators and it is a concern that UMA must address forthrightly.

In order to examine the issue of whether or not UMA is gaining enrollees at the expense of on-campus enrollments it was decided that a survey would be conducted with enrollees in early offerings of SUN courses. SUN was considered the most appropriate UMA delivery system for this survey because it had conducted the greatest number of offerings and had enrolled the largest number of students.[5]

The question as to whether SUN enrollees opted for distance learning over on-campus enrollment served to engender other questions relating to early enrollees in SUN. Did those early SUN students subsequently engage in further adult education? If so, what kind and where, and did their SUN experience affect that decision? In retrospect, did each SUN enrollee consider the course experience to be worthwhile? It was deemed imperative that UMA address all these questions and seek to obtain reliable answers to convey to the various UMA audiences.

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[4] See, e.g., Bryan D., and Forman, D.C. Characteristics of SUN learners; First five offerings. (Statistical Summary No. 4) Lincoln, UMA, 1977.

[5] There were 4,382 enrollments in eight SUN course offerings through Fall '77. Within the same period the Missouri delivery system had 1,045 enrollments in five offerings and Iowa 638 in four. These were the only significant UMA consortium offerings and enrollments as of that time.

In spring 1978, the UMA Division of Research and Evaluation conducted a telephone survey of more than 300 persons who had enrolled in courses during the first three course-offering periods of SUN. The survey was undertaken in order to generate data that would permit UMA to provide reliable responses to the questions that reflect the concerns described earlier. This report describes the survey, sets forth the results, and discusses the findings in terms of their implications both for UMA and for traditional institutions of higher education.

PURPOSE

The principal purposes for the study were two-fold. First, to determine the degree to which early enrollees in the SUN program elected to take SUN courses rather than to enroll in traditional on-campus programs. And second, to obtain data regarding the effects of participation in a SUN course on enrollees' behaviors and attitudes toward continuing education. Although the first of these served to launch the study, the second purpose was seen as the more important study focus. This was due in part to the speculative nature of responses about the selection of SUN enrollment over other options, particularly in view of the time laspe since the respondents first enrolled. Moreover, the second purpose above was related to a vital concern of UMA: What has been the long-term impact on enrollee continuing education actions and attitudes from taking distance learning courses?

In addition, the study addressed several other related areas of interest. The findings and conclusions pertaining to these concerns are not, however, detailed in this paper in as much as they are ancillary to its purpose and focus. For a full treatment of all study findings and conclusions see Brown, L.A. A Survey of Early SUN Program Enrollees: Pre/Post-Enrollment Decisions and Attitudes Regarding Their Continuing Education. (Technical Report No. 5) Lincoln, UMA, 1981.

POPULATION AND SAMPLE

The population of concern in this study consisted of all persons who had enrolled in one or more SUN courses during the first three offerings of courses by SUN: Fall 1974, Spring 1975, and Fall 1975. The reason for limiting the study to this population was to provide a two to three year lapse of time between the initial enrollment by each respondent and the inquiry associated with the study. It was felt that any measurement of significant positive effects of SUN course participation would require this much elapsed time.

Total enrollment in SUN courses during the first three SUN offerings, which constitutes the study population, was 2,093. Table 1 is a presentation of the courses available in each offering and the associated enrollments.

TABLE 1

SUN Courses and Enrollments for the First Three Course Offering Periods

Course	First Offering (Fall '74)	Second Offering (Spr. '75)	Third Offering (Fall '75)	Total Enrollment (By Course)
Accounting	410	134	116	660
American Economy	*	*	51	51
Classic Theatre	*	*	43	43
Consumer Experience	*	79	37	116
Freehand Sketching (non-credit)	*	*	265	265
Introductory Psychology	270	102	96	468
Learning Disabilities	*	*	354	354
Making It Count (Computer Science)	*	77	59	136
Total Enrollment (By Offering)	680	392	1021	2093

*Not offered

A random sample of 536 names (over 25% of the total enrolled) was drawn from the registration forms. Contact by telephone was then attempted with each person in the sample. Of the total sample, 197 (37%) either: (1) had phone numbers listed which had been disconnected; (2) had listed numbers now belonging to other persons; (3) were called three times, without success, at various times of the day and evening; or (4) were unavailable during the week of interviewing. The final survey sample of 339 consisted of 272 females (80%) and 67 males (20%). Occasionally a name was drawn from the second or third offerings which had been previously drawn. These persons were eliminated the second time and another name drawn. The 339 respondents actually accounted for 386 course enrollments (18% of total enrollments) for the three offering periods as shown in Table 2. The number of enrollments is larger than the number of respondents in the survey due to multiple enrollments by 41 students (during the offering from which the name was drawn). Two courses were taken by 35 persons and three courses by six.

It is apparent from the figures shown in Table 2 that each course was represented adequately in the sample in terms of enrollment percentage.

Appendix A shows demographic characteristics (sex, age, location, and occupation) of the survey respondents. Because the number of persons in the sample who could not be reached was sizeable, the demographics for the entire sample are also shown for comparison. It will be apparent from such a comparison that the only notable demographic differences between the total sample (reflecting, due to randomization, the demographic profile of the population of enrollees in the first three SUN offerings) and the actual survey respondents were in terms of sex and age. A somewhat greater percentage of the respondents (vis-a-vis the total sample) were female. And there were fewer young respondents (under 30) and more middle-age respondents (41-50) than in the total sample.

TABLE 2

Comparison of Sample Enrollments to Total
Course Enrollments Across First Three Offerings

Course (Times Offered)	Course Enrollment (% Total Enrollment)	Sample Enrollment (% Sample Enrollment)
Accounting I (3)	660 (31.5%)	125 (32.4%)
American Economy (1)	51 (2.4%)	10 (2.6%)
Classic Theatre (1)	43 (2.1%)	8 (2.1%)
Consumer Experience (2)	116 (5.5%)	23 (6.0%)
Freehand Sketching (1)	265 (12.7%)	45 (11.7%)
Introductory Psychology (3)	468 (22.4%)	81 (21.0%)
Learning Disabilities (1)	354 (16.9%)	62 (16.1%)
Making It Count (2)	136 (6.5%)	32 (8.3%)
Total	2093 (100.0%)	386 (100.0%)

PROCEDURE

A copy of the questionnaire is included as Appendix B to this report. The questions were open-ended so as to allow freedom in responding. Following the survey, response categories were carefully developed to ensure that all responses were reflected fairly in the data analysis.

Seven trained interviewers conducted the telephone interviews between 5:00 p.m. and 9:00 p.m. for a period of about one week. When there was no answer, attempts were made during the daytime.

RESULTS

Item 1. First of all, what was your primary purpose in enrolling in a SUN television course?

When a respondent indicated willingness to cooperate - and only two refused -

this question was asked regarding the student's motivation for enrolling. Although open-ended, a predetermined list of four catagories was included on the questionnaire which could be checked if applicable. Later, teachers seeking certification credits were placed in a separate category. The results are shown in Table 3.

TABLE 3

Motivation for Enrollment

Primary Purpose	No. (%) Stating Purpose
Increase General Knowledge	122 (36%)
Personal Interest or Skill Development	110 (32%)
College Credit	48 (14%)
Prepare for Employment or New Career	26 (8%)
Teacher Certification	19 (6%)
Other Responses	11 (3%)
No Response	3 (1%)
Total	339 (100%)

Item 2. Were you able to complete (the course enrolled in)?

This question was asked for each course the student was enrolled in during that offering period. Overall, 214 of the 339 respondents (63%) reported completing the course (or at least one of the courses) enrolled in. In terms of the 386 total course enrollments, 249 courses (65%) were reported completed. Table 4 shows the reported course completion rates.

Two things should be borne in mind regarding responses to this item. First, the responses are self reports regarding completion, and as such they may not truly reflect the "official" completion rate (i.e. credit or other recognition of successful completion of course requirements). Second, only 253 (66%) of the

TABLE 4

Course Completion Rates
(First Three SUN Offering Periods)

Course	Number of Enrollments In Survey	Survey Completion Rate*	Previously Documented Average Completion Rate for Three Periods**
Accounting I	125	64 (51.2%)	49.0%
American Economy	10	9 (90.0%)	71.0%
Classic Theatre	8	7 (87.6%)	***
Consumer Experience	23	19 (82.6%)	84.5%
Freehand Sketching	45	34 (75.6%)	***
Introductory Psychology	81	50 (61.7%)	***
Learning Disabilities	62	47 (75.8%)	***
Making It Count	32	19 (59.4%)	67.0%)
Total	386	249 (64.5%)	

* Based on total (credit and non-credit) enrollments. (Disregarding the non-credit Freehand Sketching course, 73% of enrollments were for credit.)

** Based on credit enrollments only (from official SUN records).

*** Not available or, in the case of Freehand Sketching, not applicable.

386 courses enrollments were for credit, and thus "completion" is technically only applicable to the less than two-thirds of the enrollments that were for credit. Nevertheless, for the purposes of this survey "completion," like beauty, is "in the eye of the beholder" (here respondent), and it stands that 65% of the courses enrolled in were considered "completed" by those enrolled. This self reporting is reasonably well substantiated as fairly accurate by the fact that the average credit course completion rate for SUN students across offerings is from 50 to 60%.

Item 3. Do you feel like the effort you put into that course (those courses) was worthwhile?

Overall, 302 or 89.1% answered "Yes." Four others (1.2%) indicated "Yes" on one of two (or more) courses and "No" on the other(s). Thirty (8.8%) said "No" and three (0.9%) did not respond. The "Yes" percentage was somewhat lower for respondents in the Lincoln area (81%) and for those in the self-employed/managerial occupation group (78%). There was no significant sex difference, nor did any one age group deviate markedly from the overall response.

Some differences in response to this item showed up, as might be expected, between completers and non-completers. Making It Count showed the greatest difference with about 95% of the completers and only 77% of the non-completers stating the effort was worthwhile.

Item 4. If the SUN television course in which you enrolled had NOT been available, would you have enrolled in a classroom setting instead, either then or eventually?

Of the 339 respondents, 124 (36.6%)[6] said "Yes" to this question. In addition to its speculative nature, the last word in this question gave the respondent much leeway in voicing a positive response. Therefore, care should be exercised in how the overall "Yes" response is interpreted. Many of these people could not have gone to classes at the time they enrolled in the course due to younger children in the family, etc., but may have done so eventually when those children reached school-age. Some "Yes" respondents indicated their responses were conjectures.

There were noteworthy differences in the patterns of response to this item based on sex, age groups, occupation, location, and reasons for enrolling. Each is analyzed below:

a. Sex: A slightly higher percentage of females than males stated they would have enrolled in a classroom instead, perhaps because more men

[6]This percentage is reduced to 33% when enrollees in the Learning Disabilities course are not considered.

than women hold full-time jobs. About 30% of the men and 40% of the women replied affirmatively.

b. Age: The percentage of affirmative replies dropped markedly among those over 50. Whereas the younger age groups averaged about 46%, the 51+ groups averaged only 18%.

c. Occupation: It is important to look at occupational group response patterns because of the educators (18% of sample), most of whom enrolled in Learning Disabilities. Their 67% positive response skewed the results dramatically. (Sections of this report will analyze data with Learning Disabilities students completely removed, e.g., see footnote page 9.) Occupational groups other than educators provided a 31% positive response.

d. Location: Omaha residents provided the highest affirmative response (43%). From those in the less populated western part of the state (where other postsecondary options are less accessible) it was 30%.

e. Primary reason for enrolling: As would be expected, those seeking college credit, or who eventually wished to transfer into a University or college, as well as those seeking teacher certification, were more likely to enroll in a classroom if SUN had not been available. These groups averaged a 73% affirmative response. Those who enrolled for more general reasons or to prepare for employment averaged only 29%.

When the responses to this question are analyzed on a course by course basis, 64% of those enrolled in Learning Disabilities indicated they would have chosen a classroom setting. All of the other courses, when averaged, had a 28% affirmative reply, with Making It Count (Computer Science), Freehand Sketching, and Classic Theatre the lowest with percentages around 25%.

There were 208 (61.3%) "No" responses and seven (2.1%) who did not respond.

Item 5. Where is the most likely place you would have enrolled? At what school?

This question was asked of the 124 respondents who said "Yes" to Item 4 above. Statistically, it is useful to look only at the overall results, in view of the small numbers of respondents in various categories. Table 5 displays these results.

Item 6. Why is it you would not have enrolled somewhere else?

This question, asked of the 208 persons replying "No" to Item 4, was included to investigate, albeit by self-reports, why people enroll in distance-learning programs rather than in traditional classroom courses.

TABLE 5

Likely Enrollment Setting had SUN Not Been Available

Institution or Program	No. of Respondents (% of Total)
University of Nebraska - Lincoln	26 (21%)
University of Nebraska - Omaha	35 (28%)
Other 4-year institution in Nebraska	35 (28%)
Two-year college in Nebraska	15 (12%)
Out-of-state institution	5 (4%)
Miscellaneous (continuing education, extension, or high school adult class)	7 (6%)
No response	1 (1%)
Total	124 (100%)

Overall, the responses were: (1) the general inconvenience of classroom courses - 26%, (2) the distance or lack of transportation - 26%, (3) the lack of time - 14%, (4) job or home responsibilities - 14%, (5) the ease of taking or enrolling in a SUN course - 5%, and (6) other reasons - 11% (including parking problem, course not available elsewhere, etc.). No response was given by 4%. The following are some of the demographic differences in these responses.

a. Sex: A greater proportion of females disliked the distance to the classroom (31% versus 11% for the males) while more males lacked the time necessary for classroom instruction (27% versus 11% for females).

b. Age: Age had little noticable effect on reasons for not enrolling in a classroom course instead of in a SUN offering.

c. Occupation: Homemakers, comprising 28% of those in the sample stating their occupations, had a variety of reasons for not enrolling in a classroom course. Surprisingly, only 11% cited home responsibilities. Nearly 60% of the homemakers gave as reasons the general inconvenience (21%) and distance (38%). Fifty-six percent of the educators cited inconvenience as their reason for not enrolling in a classroom course. The other occupational groups provided too few responses for comparisons.

d. Location: Understandably, respondents in the more rural areas cited distance as the most important reason for not enrolling elsewhere. For those in metropolitan Omaha, the major reasons for not enrolling elsewhere were lack of time and the ease of taking a SUN course.

Item 7. Have you continued your education either by enrolling in classroom courses or by some other means since enrolling in a SUN television course?

Overall, 168 (49.6%) of the respondents said "Yes." Differences with respect to sex, occupation, and location were not significant (although females, students and educators, and Western Nebraska residents reported such continuation more frequently). In terms of age, those 50 and under responded "Yes" much more frequently than did those over 50.

The study provided evidence that the stated reason for enrolling in a SUN course has some relationship to the later continuation of one's education. Nearly 80% of those who enrolled for college credit and/or planned to transfer to another school later reported continuing their education. Less than 45% of those who enrolled for other reasons reported such continuation.

A course by course breakdown of responses to Item 7 shows marked differences as set forth in Table 6. Investigation of the relationship between course completion reports and responses to Item 7 shows that nearly 60% of course completers continued their education while only 37% of non-completers did so. A number of respondents reported that course completion gave them confidence in their ability to continue their educational experiences.

Item 8. Did your experience in the SUN television course directly influence your decision to continue your education?

This question was asked of the 168 persons who, in responding to Item 7, indicated they had continued their education, and 73 (43%) said "Yes."[7] Who were the

[7]The proportion of affirmative replies increases to about 52% when the Learning Disabilities enrollees are removed from consideration. These enrollees were, in large measure, educators who would presumably be influenced more by the continuing education requirements of their employment than by their SUN experience.

TABLE 6

Number and Percent of SUN Students
Who Continued Their Education, by Course

Course	No. Enrollments In Sample	Number and Percent that Continued Education
Accounting I	125	50 (40.0%)
American Economy	10	7 (70.0%)
Classic Theatre	8	5 (62.5%)
Consumer Experience	23	16 (69.6%)
Freehand Sketching (non-credit)	45	16 (35.6%)
Introductory Psychology	81	46 (56.8%)
Learning Disabilities	62	41 (66.1%)
Making It Count	32	18 (56.3%)
Total	386	199*

*Total of 199 is larger than number who said they continued their education (168) because of multiple enrollments.

respondents who were most influenced by SUN? The proportion of females to males was about the same as in the sample. Age, however, was related to the responses to this question, with positive responses generally increasing as age increased. Table 7 shows the influence of SUN on those who decided to continue their education, in terms of age. It is to be noted that while less than a third of those 40 and under who continued their education said that their SUN enrollment influenced this decision, over half of those over 40 did so credit SUN.

It would appear that geographic location had some effect upon responses to this question. Interestingly, the two extremes of population setting in the sample were comparable. About 58% of those who continued their education in metropolitan Omaha and nearly 55% of those in rural Western Nebraska said "Yes." In contrast, only 21% from Lincoln did so.

TABLE 7

Number and Percent of SUN Students Crediting SUN
in Decision to Continue Education, by Age

Age	Number Continuing Education	Number & Percent Crediting SUN
Under 30	31	8 (26%)
31-40	46 → 77	25 → 17 (37%) → (32%)
41-50	52	29 (56%)
51-60	20 → 84	46 → 10 (50%) → (55%)
61+	12	7 (58%)
Total	161*	71 (44%)

*Includes only those whose age was known.

In terms of occupations, students and professional educators were - understandably - less inclined to credit SUN with influencing their on-going education. With most other occupational groupings (including homemakers, clerical, skilled or service, farm, retired, and unemployed), 50% or more credited SUN with influencing their decision to continue their education.

Enrollees in specific SUN courses showed no unusal response patterns to this question with one exception. Only about 20% of enrollees in Learning Disabilities stated that SUN had a direct influence on the decision to continue their education. This is not surprising given the general nature of the enrollment for that course.

Item 9. Where did you continue your education?

Of the 168 enrollees in the sample who continued their education, 149 (89%) responded to this question. Of these, 37 (25%) did so through on-campus enrollment in the University of Nebraska System; at UNL or UNO. Other four-year institutions in

the state attracted 40 (27%), and 26 (17%) enrolled in one of Nebraska's two-year colleges. Another eight (5%) attended higher education institutions out-of-state. Ten (7%) participated in continuing education or high school adult classes. A sizeable number (24 or 16%) responded that they had enrolled in further SUN courses. Four others (3%) engaged in correspondence courses or self-study.

One of the purposes of this study was to compare responses to this question with responses to Item 5: (i.e., of those who stated that they would have enrolled in a classroom setting if SUN had not been available, what would have been the most likely place of enrollment). The breakdown of comparable responses to these two items, in terms of prospective (Item 5) and actual (Item 9) institutions is shown in Table 8.

TABLE 8

Comparison of Prospective Non-SUN Classroom Enrollment and Actual Post-SUN Classroom Enrollment, by Institution

Institution	Prospective Enrollment (Had SUN not been available)	Actual Enrollment (Following SUN Course)
Univ. of Nebraska - Lincoln	26 (21%)	15 (12%)
Univ. of Nebraska - Omaha	35 (28%)	22 (18%)
Other 4-year Institution in Nebraska	35 (28%)	40 (33%)
Two-year college in Nebraska or other 2-year colleges	15 (12%)	26 (22%)
Out-of-state institution	5 (4%)	8 (7%)
Miscellaneous (continuing education, extension, or high school adult class)	7 (6%)	10 (8%)
Total	123 (100%)*	121 (100%)**

*Does not include one non-response to Item 5.

**Does not include "SUN course," "Correspondence course," or "Self-study" responses, or non-responses.

As shown in Table 8, nearly as many sample members actually continued their postsecondary education in classroom settings following their SUN course experience as had speculated doing so (sometime) had SUN not been available. There are, however, marked differences in the two measures for some institution categories which may be summarized in this way: 1) actual, vis-a-vis prospective, enrollments in University of Nebraska System on-campus programs (UNL and UNO) comprised a considerably lower proportion of the total actual enrollments; 2) actual enrollments in other four-year institutions and in two-year institutions in Nebraska were, however, a much higher proportion of total enrollments than was true with prospective enrollments; and 3) actual enrollments both in out-of-state institutions and in miscellaneous classroom settings (continuing education, etc.) were proportionally slightly higher than those projected.

The data do seem to provide some evidence that in at least one dimension - that of location or accessibility - the responses to Item 5 tended to be somewhat speculative. That is, although about as many sample members actually continued their education in classroom settings as posited that they would have done so without SUN, the locations of the actual enrollments differed markedly from those predicted. And the difference was largely in the direction of more localized or more accessible actual enrollments. For example, instead of enrolling in the more distant Universities, many enrolled in nearby state, private, or community colleges.

In view of the concern expressed about the specific impact of the SUN program on enrollments at University of Nebraska institutions, it is desirable to examine the Item 9 data with respect to the University of Nebraska System.

In response to Item 5, 61 persons (49% of those who said that they chose SUN rather than a classroom setting) indicated they would have enrolled in one of the two campus programs of the University of Nebraska System. In comparison, 37 (25%) of the respondents to Item 9 reported that they actually enrolled in on-campus programs in the University of Nebraska System subsequent to their initial SUN

enrollment. Thus, in terms of enrollment in University of Nebraska on-campus programs, about half as many SUN students actually enrolled in those programs as the number speculating such enrollment had SUN not been available.

Again, however, the conjectural nature of the responses regarding prospective enrollment should be recognized. Moreover, it seems likely that elements both of awareness and of social desirability influenced responses to Item 5. That is, given the speculative nature of the question, respondents could reasonably be expected to indicate prospective enrollment in the better known and more prestigious higher education institutions in the state. Similarly, it is likely that a larger percentage of those who decided to continue their education following SUN participation planned, initially, to enroll at UNL or UNO than the percentage actually enrolling in these highly visible and respected institutions. When, however, the realities of distance, cost, time, and perhaps academic requirements had been carefully considered by these responsibility-laden adults, a fair number could be expected to investigate and, ultimately, to opt for institutions closer to home.

The most notable facts regarding the impact of the SUN program on the University of Nebraska System enrollments would seem to be these: 1) over 10% of the entire sample of <u>adult</u> SUN enrollees enrolled in University of Nebraska on-campus programs subsequent to initial SUN enrollment; and 2) about 18% of the sample continued their education following initial SUN enrollment through enrollment in the University of Nebraska System (including those enrolling in later SUN courses).

It is important, as well, to examine the apparent impact of SUN participation on the whole of on-campus higher education in the state of Nebraska. Whereas 35% of the total sample thought that they would have enrolled <u>at some time</u> in a classroom setting in Nebraska had SUN not been available, 33% <u>did</u> - within a few years of their SUN enrollment - actually enroll in an on-campus higher education program in Nebraska. And if out-of-state on-campus enrollments are included in the comparison, the percentages of prospective and actual enrollments are virtually identical.

Item 10. Why do you feel that (your experience in the SUN program did NOT influence your decision to continue your education?

Of the 94 for whom this query was appropriate (i.e., they had continued their education but said that their SUN experience was not a factor in that decision), only 61 responded. Of these, over half (57%) indicated that they had already decided to continue or were motivated to do so apart from their SUN experience. Table 9 displays the responses to this item.

TABLE 9

Reason SUN Program Did Not Influence Decision to Continue Education

Reason	Number	Percent
Decided to continue before SUN enrollment	25	(41.0%)
Motivated or interested in continuing anyway	10	(16.4%)
Course taken unrelated to education plans	10	(16.4%)
Course taken for enjoyment or refresher only	5	(8.2%)
Course was easily accessible	2	(3.3%)
Desire to take courses of any kind	2	(3.3%)
Other reasons	7	(11.5%)
No response	33 (35.1%)	----
Total	94	100.0%)

Items 16 and 17. Did your experience in the SUN television course discourage you from continuing your education either in the classroom or by some other means? If so, explain why?

The 171 persons who answered "No" to Item 7 (which distinguished between those

who continued their educations after participating in the SUN program and those who did not) were then asked this question. Only nine (5% of those who did not continue their education) replied affirmatively. Four of these were enrolled in Introductory Psychology, three in Accounting I, and two in Making It Count.

The total frequency of responses was too small to categorize the reasons given by those responding affirmatively to Item 16. Many of these reasons were repeated later simply as reflections of a specific problem each respondent could not overcome. Most often the problem involved the awareness of a lack of interest or self-discipline. Only one respondent directly blamed the SUN program.

Item 18. What has prevented you from continuing your education?

This question was asked of the 162 who responded "No" to Item 16 and a total of 158 responses were received. The results are set forth in Table 11.

TABLE 11

Reason For Not Continuing Education

Reason	Number	Percent
Lack of time	69	(44%)
Family responsibilities	25	(16%)
Not interested in further study	13	(8%)
Not interested in college credit or degree	13	(8%)
Miscellaneous reasons (including distance/transportation)	12	(8%)
Only interested in the particular course(s) taken	11	(7%)
Too old	10	(6%)
Financial	5	(3%)
Total	158	(100%)

CONCLUSIONS

The purposes of this study were identified in an earlier section of this paper. Here, the principal survey findings that relate to each of these purposes will be discussed.

The degree to which early enrollees in the SUN program elected to take SUN courses rather than to enroll in a traditional on-campus program.

About 37% of the sample (124 persons) indicated that had the SUN course(s) they enrolled in not been available, they would have enrolled in a classroom setting instead; either then or eventually. Actually, in relation to the concern that motivated UMA to undertake this study (i.e., the concern of Nebraska Campus administrators that SUN might reduce their own enrollments), the relevant number of affirmative responses is considerably smaller. When asked at what campus or setting they would most likely to have enrolled, only 111 (33% of the sample) responded in terms of a traditional postsecondary, on-campus setting in Nebraska. What do these findings mean when generalized to the whole population of SUN enrollees over the three offerings? Assuming that the sample was fairly representative of the 2,093 SUN enrollees from Fall '74 through Fall '75, it may be inferred that had the entire population been surveyed, from 580 (28%) to 790 (38%) would have posited attending a Nebraska on-campus postsecondary institution had their SUN experience not been available.[10] It should be kept in mind that these affirmative responses would have been speculative and would have had no time limit imposed. Forgetting this speculative element for the moment, what would the effect have been had most of those who would have posited attending a Nebraska campus in the absence of SUN done so in the same year? The 1975-1976 Yearbook of Higher Education shows that the enrollment

[10]The 95% confidence interval for the relevant item responses in the survey, was calculated to be .327 ± .050, or from 27.7% to 37.7%.

in the relevant Nebraska institutions in that year was about 70,000. Thus, if 700 persons who would have enrolled at a campus in the '75-'76 academic year had enrolled in SUN instead, campus enrollment would have been 1% less. The actual campus enrollment by these adults would likely have been much less and would - given the general nature of SUN enrollees as older, working adults with family responsibilities - have been spread out over several years. In addition, as will be discussed later, over 100 of those sampled (compared to 111 who indicated they would have enrolled) actually did enroll in Nebraska traditional on-campus post-secondary institutions subsequent to their SUN experience. Therefore, the following can be said. Although a sizeable percentage of the sampled SUN enrollees did profess to have elected SUN participation instead of on-campus enrollment, the net overall decrease in Nebraska postsecondary campus enrollments was very slight, and may even - over the course of a few years - have yielded a slight increase in such enrollments (considering the "actual" versus "speculative" responses.)

The effects of participation in a SUN course on enrollees' behaviors and attitudes toward continuing education.

Behaviorists - and common sense - tell us that actions that produce gratifying results will tend to be repeated. Thus the place to start, it would seem, in looking at what the survey findings reveal in relation to this purpose for the study is to look at evidence attesting to enrollee satisfaction or dissatisfaction with the SUN experience. When asked whether the effort put into taking the SUN course(s) was worthwhile, about nine of every ten said "Yes." This high rate of positive responses may, of course, be inflated by a tendency to provide a socially acceptable answer to the interviewer. Other data obtained would seem, however, both to verify the high rate of positive responses as to the worth of the SUN experience and to indicate there was not a strong tendency on the part of the respondents to give only socially acceptable answers. One such source was the findings regarding

course completion. Over 60% of the courses taken by the respondents were reported to be "completed." As shown in the report, this percentage is only slightly higher than completion rates reported by SUN for the offerings in question. And this higher reporting rate may quite easily be due to the fact that for many SUN course enrollees (particularly the two-thirds whose primary purpose in enrolling was simply for personal growth and development) "completion" was a personal rather than an academic matter. A person who enrolled in "Home Gardener" or "Accounting I" - even if for credit - might well consider the course to have been "completed" even if the academic requirements for credit were not wholly met, if the desired information and/or skill was achieved. It can be assumed that one's sense of having completed a self-imposed course of study is a fairly strong correlate with the degree of satisfaction one receives from the experience. Therefore, reported completion rates (particularly in comparison with the general completion rates of other self-imposed and independent distance-learning courses such as correspondence courses)[11] show a relatively - as well as absolutely - high degree of satisfaction with the SUN experience. Further evidence in this regard comes from responses (by enrollees who had not continued their education following their SUN experience) to the question: "Did your experience in the SUN television course discourage you from continuing your education (in any way)?" While this would seem to have been a good opportunity for non-continuers to pin the responsibility on a readily available scapegoat (SUN), only nine persons (5% of those not continuing their education) answered the question affirmatively. And when asked to explain why this was so, only one person blamed the SUN program, per se.

The data, when taken all together, attest to the fact that most SUN enrollees were satisfied with their experience in taking a SUN course and that the satisfaction tended to persist over time.

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[11] Cf. Holmberg, B., Distance Education: A Survey and Bibliography, Kogan Page: London, 1977, p. 29.

And what were the tangible impacts of this satisfactory SUN participation on later enrollee behavior regarding continuing education? Foremost here was the fact that nearly half responded affirmatively when asked whether they had continued their education following their SUN course participation. When those answering "Yes" were asked if their SUN experience had influenced the decision to continue, 44% again said "Yes." Notable here was that of those 40 years and older and those both in SUN's truly urban setting (Omaha) and in the mostly rural (and distant from most Nebraska college campuses) western part of the state, over half of those continuing their education were influenced by their SUN experience. It should be noted here that of those who continued, over a hundred (about 30% of the entire sample) did so at Nebraska traditional on-campus postsecondary institutions. This compares with the 33% of the sample who indicated they would have attended these institutions had SUN not been available. In view of its "actual" (albeit self-report) rather than "speculative" nature, the percentage of enrollees who continued their education in a Nebraska "on-campus" setting may well represent a net gain for enrollments in these institutions over the percentage of those who would actually have enrolled had SUN not been available. Of those who had said that their decision to continue their education was <u>not</u> influenced, by SUN and who responded to the query as to why SUN had <u>not</u> so influenced them, most gave reasons indicating they had already been motivated to continue prior to their SUN enrollment. In short, few - if any - of those continuing their education did so <u>in spite</u> of their SUN participation, and for nearly half of them that participation was a positive influence in the decision. Data addressing the issue of the nonenrolled participation of the sample in ensuing SUN course programs, shown in the survey, also attests to the continuing education behavior of these early SUN enrollees. All in all, the findings support the view that participation in a SUN course was deemed a worthwhile and satisfying experience for the great majority of those in the sample, and for many it was instrumental in encouraging them to continue their education - often in traditional on-campus settings.

Appendix A

DEMOGRAPHIC CHARACTERISTICS
Total Sample Drawn
vs.
Actual Respondents

Characteristic	Total Sample (N=536)		Respondents (N=339)	
	Frequency	Percentage	Frequency	Percentage
1. Sex				
Male	126	23.5%	67	19.8%
Female	410	76.5%	272	80.2%
2. Age:		(adjusted)		(adjusted)
12-30	97	18.7%	49	15.1%
31-40	153	29.5%	94	28.9%
41-50	120	23.2%	85	26.2%
51-60	96	18.5%	63	19.4%
61-70	43	8.3%	27	8.0%
71+	9	1.7%	7	2.2%
Not Given	18 (3.4%)		14 (4.1%)	
3. Location:				
Lincoln	71	13.2%	47	13.9%
Omaha	120	22.4%	69	20.4%
Grand Island-Hastings	25	4.7%	12	3.5%
North Platte	5	.9%	4	1.2%
Scottsbluff	5	.9%	4	1.2%
Norfolk	2	.4%	2	.6%
Other 402 Area Code	161	30.0%	104	30.7%
Other 308 Area Code	121	22.6%	82	24.2%
Out State	26	4.9%	15	4.4%
4. Occupation:		(adjusted)		(adjusted)
Homemakers	115	24.2%	86	28.2%
Students	24	5.0%	13	4.3%
Self Employed/Mgrs.	41	8.6%	24	7.9%
Educator/Aides	80	16.8%	54	17.7%
Other Professionals	58	12.2%	34	11.1%
Clerical	85	17.9%	49	16.1%
Skilled/Service Wkrs.	30	6.3%	16	5.2%
Farm Operators/Ranchers	7	1.5%	4	1.3%
Unemployed	5	1.1%	4	1.3%
Retired	12	2.5%	9	3.0%
Bookkeepers	19	4.0%	12	3.9%
Not Given	60 (11.2%)		34 (10.0%)	

Appendix B

SURVEY INSTRUMENT

UNIVERSITY OF MID-AMERICA
SUN STUDENTS SURVEY
MAY 1978

Registration Form Information:

___ ___ ___ ___ ___ ___ ___ ___ ___ (Social Security #) _____ Name
1 2 3 4 5 6 7 8 9

___ ___ Course ___ CR/NC _____ Phone
10 11 12

___ ___ Course ___ CR/NC ___ _____ City
13 14 15 19

___ ___ Course ___ CR/NC ___ _____ Occupation when student
16 17 18 20

___ _____ Occupation Change
21

___M ___F Sex ___ ___ _____ Present Age ___ Interviewer #
22 23 24

(Interviewer) Ask for person whose name is on registration form. If there is no answer or if that person is not available, you must recall. Ask when a good time might be and make a note here: _____
- Call Back Information -

If recalled 3 times or phone is disconnected or if the respondent is no longer available and you cannot talk to that person, indicate here: _____
-No Contact Possible-

Hello. This is _____ and I am calling on behalf of Continuing Studies - SUN - at the University of Nebraska, Lincoln. I understand that in _____ you enrolled in _____. Is that correct? _____ We are conducting a survey of persons who enrolled in some of those fine television courses offered through the SUN program - and would like you to help us determine whether or not those courses met any objects or expectations. I hope you don't mind my taking us about five minutes of your time to ask you a few questions.

(Pause - If respondent does not seem to mind, go to Question 1)

If respondent does mind, ask if you can call back at a more convenient time and make a note of that time here: _____
-Contact Made, Call Back Information-

If respondent indicates that no time is convenient and refuses to cooperate, terminate call, apologize for the interruption and go on to the next name. Indicate that here: _____
-Refusal-

___ 1. First of all, what was your primary purpose in enrolling in a SUN television course?
___

Check reasons mentioned, don't read:

(1) ____ PREPARE FOR EMPLOYMENT OR NEW CAREER
(2) ____ INCREASE GENERAL KNOWLEDGE
IF (3) ____ TRANSFER TO ANOTHER SCHOOL, FOR CREDIT PURPOSES
(4) ____ PERSONAL INTEREST OR SKILL DEVELOPMENT
___ ____ _____
(8) ____ NO ANSWER _____

___ 2. Were you able to complete _____?
___

(1) ____ YES
2 (2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER

FOR STUDENTS WHO TOOK MORE THAN ONE COURSE

Were you able to complete _____?

(1) ____ YES
2a (2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER
(9) ____ NOT APPLICABLE

Were you able to complete _____?

2b (1) ____ YES
(2) ____ NO
(8) ____ NO RESPONSE, DON'T REMEMBER
(9) ____ NOT APPLICABLE

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3. Do you feel like the effort you put into (that course / those courses) was worthwhile?

(1) ____ YES (Go to Q. 4)
(2) ____ NO - Please explain: _____

(8) ____ NO ANSWER, CAN'T SAY

4. If the SUN television course in which you enrolled had NOT been available, would you have enrolled in a classroom setting instead, either then or eventually?

(1) ____ YES (Go to Q. 5)
(2) ____ NO (Go to Q. 6)
(8) ____ NO RESPONSE (Go to Q. 7)

5. Where is the most likely place you would have enrolled? At what school?
(Write in. Then Go to Q. 7)

Coding:
(1) - UNL
(2) - UNO
(3) - STATE COLLEGE
(4) - SECC
(5) - OTHER JUNIOR COLLEGE
(6) - OUT OF STATE
(7) - OTHER-Misc. VOC/TECH

____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

6. Why is it you would not have enrolled somewhere else?
(Write in. Then Go to Q. 7)

____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

7. Have you continued your education either by enrolling in classroom courses or by some other means since enrolling in a SUN television course?

(1) ____ YES (Go to Q. 8)
(2) ____ NO (Go to Q. 16)
(8) ____ NO ANSWER, DON'T KNOW (Go to Q. 19 or 20)

8. Did your experience in the SUN television course directly influence your decision to continue your education?

(1) ____ YES (Go to Q. 9)
(2) ____ NO or NEUTRAL (Go to Q. 10)
(9) ____ NOT APPLICABLE

9. Where did you continue your education?
(Write in. Then Go to Q. 11)

____ _____
(9) ____ NOT APPLICABLE

10. Why do you feel that way?
(Write in. Then Go to back to Q. 9)

____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

ASK all ONLY IF RESPONDENT WAS ENROLLED FOR CREDIT _____ AND COMPLETED COURSE _____

11. Did you attempt to transfer your TV-course credits to that school?

(1) ____ YES (Go to Q. 12)
(2) ____ NO (Go to Q. 14)
(8) ____ NO RESPONSE (Go to Q. 14)
(9) ____ NOT APPLICABLE

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[DO NOT ASK #12 OR #13 UNLESS Q.11 WAS ASKED]

12. Were you successful?
(1) ____ YES (Go to Q. 14)
(2) ____ NO (Go to Q. 13)
(3) ____ YES, BUT I HAD TROUBLE DOING IT (Go to Q. 14)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

13. Please explain.
[Write in reason(s), then go to Q. 14]
____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

14. Are you registered in a degree program?
(1) ____ YES (Go to Q. 15)
(2) ____ NO (Go to Q. 19 or 20)
(9) ____ NOT APPLICABLE

15. What is your degree or vocational goal?
[Write in, then Go to Q. 19 or 20]
____ _____
(8) NO RESPONSE
(9) NOT APPLICABLE

16. Did your experience in the SUN television course discourage you from continuing you education either in the classroom or by some other means?
(1) ____ YES (Go to Q. 17)
(2) ____ NO (Go to Q. 18)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

17. Explain Why.
[Write in and Go To Q. 19 or 20]
____ _____
_____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

18. What has prevented you from continuing your education?
[Write in and Go to Q. 19 or 20]
____ _____
_____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

FOR RESPONDENTS WHO LISTED "NO OCCUPATION" OR HOUSEWIFE AS OCCUPATION _____:

19. Have you sought employment outside the home since enrolling in a SUN television course?
(1) ____ YES (Go to Q. 21)
(2) ____ NO (Go to Question 23)
(3) ____ NO RESPONSE
(4) ____ NOT APPLICABLE

FOR RESPONDENTS WHO LISTED AN OCCUPATION ON THEIR REGISTRATION FORM _____:

20. Have you sought new employment or been promoted or received a pay increase on the job that you had when you enrolled in a SUN television course?
(1) ____ YES (Go to Q. 21)
(2) ____ NO (Go to Question 23)
(3) ____ NO LONGER WORK THERE (Go to Q. 21) but first ask what new occupation he/she has and write here: _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

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21. *Did your experience in the SUN television course directly influence this new opportunity for you?*
(1) ____ YES OR PARTLY (Go to Q. 22)
(2) ____ NO (Go to Q. 23)
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

22. *In what way?*
[Write in and the Go to Q. 23]
____ _____
_____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

23. *Have you tuned into any broadcasts of SUN television courses on an informal basis, without enrolling, in the past two years?*
(1) ____ YES (Go to Q. 24)
(2) ____ NO (Go to Q. 26)
(8) ____ CAN'T REMEMBER, DK

24. *Which ones?*
[List, then ask: *Any regularly?* . . and then check those that were watched regularly]
_____ _____
_____ _____
_____
_____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

25. *Why did you decide not to enroll on a formal basis?*
[Write in and then Go To Q. 26]
____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

26. *Have you been satisfied with the variety of courses offered by the SUN program recently?*
(1) ____ YES (Go to Q. 28)
(2) ____ NO (Go to Q. 27)
(8) ____ NO RESPONSE/NOT AWARE OF COURSES OFFERED (Go to Q. 28)
(9) ____ NOT APPLICABLE

27. *Why aren't you satisfied?*
[Write in reason(s) and then Go To Q. 28]
____ _____
(8) ____ NO RESPONSE
(9) ____ NOT APPLICABLE

28. *What courses would you like to see offered?*

29. *What do you think is the single greatest problem with taking courses by television?*
[Write in reason and then Go to Q. 30]
____ _____
(9) ____ NO RESPONSE

30. *Are there any changes or improvements you could suggest?* -Pause-
[Write in any suggestions and then Thank respondent for his or her cooperation and say good-bye]

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